

## West End Elementary

314 Pelzer Hwy.  
Easley, SC 29642

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	748 Students	
<b>Principal</b>	Angie Rodgers	864-397-2500
<b>Superintendent</b>	Dr. Kelly U. Pew	864-397-1000
<b>Board Chair</b>	Mr. Alex Saitta	864-397-1029

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Good
2010	Good	Average
2009	Good	Average
2008	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

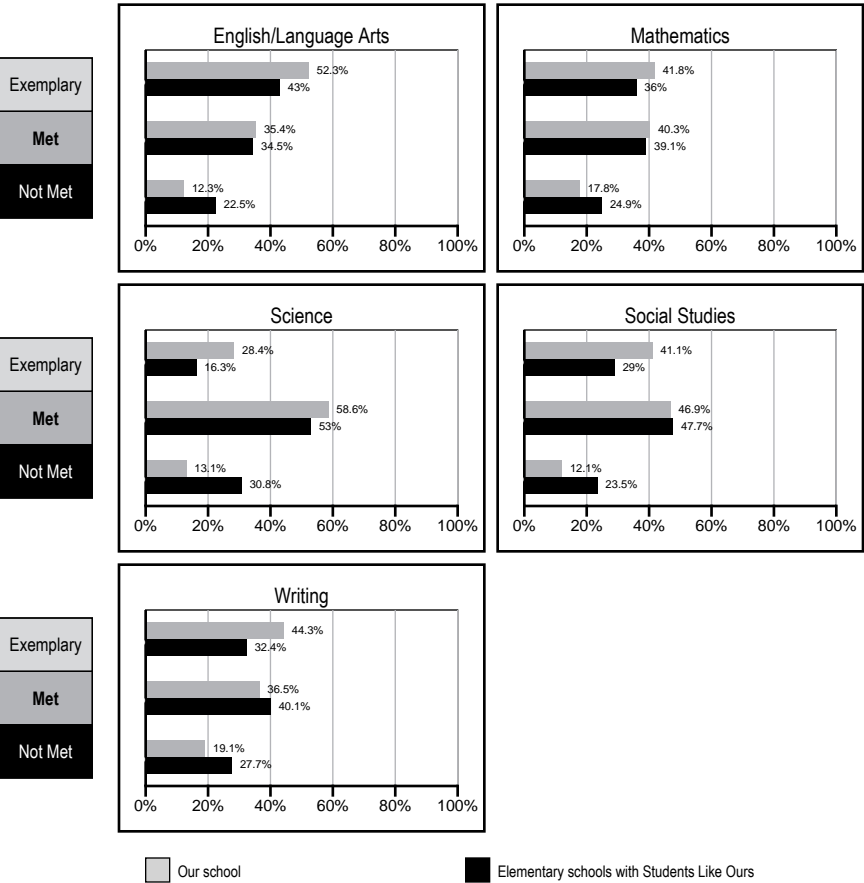
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	44	57	3	0

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=748)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.4%	1.2%	1.0%
Attendance rate	96.2%	Up from 96.0%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	49.0%	Up from 47.9%	61.8%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.1%	Up from 92.4%	89.6%	88.7%
Teacher attendance rate	95.3%	Down from 95.5%	95.2%	95.1%
Average teacher salary*	\$45,705	Down 1.9%	\$47,400	\$47,210
Professional development days/teacher	15.8 days	Up from 14.8 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.1 to 1	19.9 to 1	20.0 to 1
Prime instructional time	89.2%	Down from 89.4%	90.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,885	Up 12.6%	\$7,085	\$7,247
Percent of expenditures for instruction**	63.2%	Down from 65.7%	67.8%	68.2%
Percent of expenditures for teacher salaries**	57.5%	Down from 63.5%	66.1%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

West End Elementary School serves a diverse population of around 750 students in K4 through fifth grade. The school's vision statement is "Learning Today, Leading Tomorrow." Parents, teachers, and staff strive to work together as a team to provide a well-rounded program for all students. The PTA, SIC, and business partners are supportive of the vision of the school. Parents participate in school activities by volunteering, and by attending conferences, school events, and parent workshops. West End is in its second year as a Title I School-Wide Model School. The school's Title I Plan includes personnel to lower class size, instructional materials and supplies to address weaknesses in math and reading, and professional development opportunities to assist teachers as they endeavor to continuously improve instruction. Parent workshops are scheduled to assist parents as they work with their children academically and behaviorally. West End is also in its second year of participation in The South Carolina System for Teacher and Student Advancement (SC TAP™). The TAP system provides ongoing professional development for all teachers. Each teacher participates in a professional learning community that meets weekly during the school day. These professional learning communities analyze data and implement strategies to target student strengths and weaknesses in order to raise student achievement for each student. Teachers work together to plan instruction based on the South Carolina Curriculum Standards. The results of PASS (Palmetto Assessment of State Standards), MAP (Measures of Academic Progress), and classroom assessments are analyzed to determine instructional strengths and weaknesses and develop strategies to remediate and accelerate students. West End continues to implement the SDPC Literacy Model and a school-wide positive behavior program. Small group reading instruction and the Write from the Beginning Program are beneficial to differentiate instruction based on students' needs. The use of a positive behavior system reduces office referrals and has given an encouraging boost to the overall school climate. During 2011-12, various enrichment programs were available for students including a Title I Summer School, a volunteer reading buddy program, and mentoring programs for boys and girls. Students participate in the Accelerated Reader Program, recycling team, safety patrol, the Jet Toy Challenge, the Young Writer's Conference, a music festival, a math field day, local art shows, a variety show (talent showcase), field trips, service learning projects, honors chorus, and summer reading challenge. Students are recognized for special achievements through quarterly and annual awards programs, MAP recognition, attendance incentives, PBIS ticket exchange, and character kids of the month.

David Waddington, SIC Chairperson and Angie Rodgers, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	119	70
Percent satisfied with learning environment	97.8%	89.1%	91.0%
Percent satisfied with social and physical environment	95.7%	89.1%	89.9%
Percent satisfied with school-home relations	87.0%	91.6%	87.0%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	91.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

West End Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.2	662.9	649.4	652.2	100.0	100.0
Male	672.4	662.8	649.7	651.5	100.0	100.0
Female	683.4	663.0	649.0	652.8	100.0	100.0
White	685.0	671.9	658.1	655.7	100.0	100.0
African American	662.5	641.3	628.7	636.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	654.0	640.6	626.8	658.0	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	628.1	606.4	610.8	600.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	668.5	650.8	640.0	645.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	130	100	14.2	18.9	66.9	85.8
	4	123	100	18.4	37.7	43.9	81.6
	5	113	100	12	41.7	46.3	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	100	100	7.7	18.7	73.6	92.3
	4	128	100	17.4	35.5	47.1	82.6
	5	121	100	10.6	48.7	40.7	89.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	130	100	26.8	28.3	44.9	73.2
	4	123	100	19.3	46.5	34.2	80.7
	5	113	100	12	44.4	43.5	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	100	100	15.4	26.4	58.2	84.6
	4	128	100	16.5	38	45.5	83.5
	5	121	100	21.2	54	24.8	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	65	100	28.6	30.2	41.3	71.4
	4	123	100	17.5	57.9	24.6	82.5
	5	56	100	14.8	53.7	31.5	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	51	100	13	47.8	39.1	87
	4	128	100	12.4	65.3	22.3	87.6
	5	60	100	14.5	52.7	32.7	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	65	100	17.2	39.1	43.8	82.8
	4	123	100	25.4	48.2	26.3	74.6
	5	57	100	7.4	46.3	46.3	92.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	49	100	11.1	35.6	53.3	88.9
	4	128	100	8.3	52.9	38.8	91.7
	5	61	100	20.7	43.1	36.2	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	113	94.7	10.2	33.3	56.5	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	123	100	19.1	36.5	44.3	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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